DOCUMENT RESUME

ED 359 450 CG 024 913

AUTHOR Freedman, Susan A.
TITLE Flashlights for the Shot in the Dark: Tips on Application to Clinical Psych. Ph.D. Programs.
PUB DATE Mar 93
NOTE 26p.; Paper presented at the Annual Meeting of the Association of Women in Psychology (18th, Atlanta, GA, March 1993).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Admission (School); *Clinical Psychology; *College Applicants; College Graduates; *Doctoral Programs; Graduate Study; Higher Education; Interviews

ABSTRACT

This document presents tips for individuals applying to doctoral programs in clinical psychology. Suggestions are made for what applicants can do before they apply to improve their "applicant quality." Applicants should increase their Graduate Record Examination scores, go back to school if necessary to improve their grade point averages, obtain good letters of reference, obtain research experience, show how the applicant would fit in to the school, obtain clinical experience, be informed about the school, have publications or conference presentations, and treat rejections as inside information (by finding out what prompted the rejections) to help one's chances next time. A number of things that can go wrong through no fault of the applicant are considered and ways to avoid these problems are discussed. Problems with getting professors to write good reference letters, obtaining transcripts from schools, getting accurate test scores sent on time, making sure the application was received and sent to the right department, and avoiding problems with the postal service are included. A timetable is included to help applicants start early and complete necessary steps on time. The importance of packaging is discussed and a number of suggestions are offered for successful interviews. Sample vitae and sample personal and objectives statements are appended. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED359450

Flashlights for the Shot in the Dark:

Tips on Application to Clinical Psych. Ph.D. Programs

Susan A. Freedman

Psychology Dept.
Pennsylvania State University
University Park, PA

BEST COPY AVAILABLE

Running Head: APPLICATION

CG024913

Paper Presented at the Association of Women in Psychology, Eighteenth Annual Conference, Atlanta, GA., March, 1993.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Susan Freedman
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract

This whole interview process seems to be based largely on chance: who else is applying, how many places the schools have that year, etc....But there are ways to improve one's chances. Rejections can be like inside information if you find out what prompted them, and what you can do to improve your chances next time. Preparation for January's applications should the precedding March. Packaging is important, too. If you applied this year, start checking to make sure none of the difficulties outlined here have occurred. Also, start practicing for those interviews.

BEFORE YOU APPLY

Improving Your 'Applicant Quality'.

1: Persistence - Some people have applied yearly for seven years before getting in. Successful applicants also spend those years improving their chances.

2: GRE scores - Studying can increase each score by up to 100 points. For the

BEFORE YOU APPLY

Improving Your 'Applicant Quality'.

1: Persistence - Some people have applied yearly for seven years before getting in. Successful applicants also spend those years improving their chances.

2: GRE scores - Studying can increase each score by up to 100 points. For the General Test, the Baron's Book is good. For the Psychology test order the old tests published by ETS and get some good Introductory Psychology Books. Don't take both tests on the same day. Allow at least three months of 2 hours per day studying for each test, to improve your scores. Quantitative is most important, followed by Verbal, with Analytical bringing up the rear. Of primary importance is having 'decent scores'. If one or more fall below 650, focus on the lowest, otherwise go for quantitative. If there is a preparation course which focuses on content that may be helpful. There is a very expensive strategy course. Don't waste your time or money. Reports aren't good.

3: Good GPA- If your GPA is low go back to school. Take some hard core Graduate courses and make A's.

4: Good letters of reference - Ask people who have worked closely with you, like you, and whom you respect. It is of primary importance that these letters be glowing. Best are Professors with at least a Ph.D. It is good to have letters from someone in your area of interest, or who is listed in the Psychological Abstracts. Do not ask family friends or therapists.

5: Research Experience - List what experience you have correctly on the vitae. If you have no research experience, find someone with whom you can work, even if it's volunteer. (Also this may turn into a 'backdoor' entrance.)

6: Good Fit - Show that you fit in. This is important in terms of research interests and in getting along well with others, to varying degrees in different places. Some schools take one student per faculty, so it many be useful to mention your interest in that brand new, young faculty member.

7: Clinical experience - This is not as important as the others but a little can't hurt - volunteer at the local mental hospital, or social service organization. This should not be a high priority. (Although personally I would wonder about any applicant who has never worked with clients).

8: Be informed. Do your homework. Read the information from the School. Gather information from other sources. Look up the faculty members in the Psychological Abstracts and read their articles. Check ERIC too, for conferences presentations. Call anyone who might have the inside scoop.

9: Publications or conference presentations can do a lot towards 'making up for' deficiencies in other areas (GREs below 700 or GPAs below 4.0). Student conferences are listed yearly in the APA Monitor. Newsletters and even journals will often publish book reviews or even abstracts of student research. Know the journal and send only appropriate work, though.

10: **Rejections** can be like inside information if you find out what prompted them, and what you can do to improve next time. If you have already been rejected, call the chairman of the department and ask why. Do this very politely. Some places will be rude. Explain your interests and qualifications and ask if they have any suggestions. (If they suggest Developmental, say 'Thank you very much'). Write a (laser-printed) thank-you letter within three days following any conversation. And you had better have done your homework first. Know what you're talking about when you call, and spell the person's name correctly when you write. "Should you reapply to schools that rejected you?" Well there are two schools of thought. Some say that you should reapply; things may be different next year. Others say that it's foolish to do this; if they rejected you once, they're not going to accept you the next year. At the very least, you should call and ask about your chances before reapplying. And speaking of inside information, take a deep gulp and call any former student who might have any idea who you (or your mother, friend, aunt, teacher) is/are and ask for the inside scoop. Say thankyou even if they're snotty, rude, discouraging, or unhelpful. This area of study is not for wimps!

AVOIDING APPLICATION FIASCOS

Things that can go wrong through no fault of the Applicant.

There are some areas of the application whicch require the help of other people. These things are correctly regarded as huge personal favors, not part of 'doing anyone's job'. Also, it's not there until the Psychology Department tells you it is. Each of the required items will arrive in your file if the sender, U.S. Postal Service, University mailroom, Graduate School, Interdepartmental mail, and Psychology Department are in your court. This means that the arrival (in your folder) of each of these items is dependent on at least 6 individuals or facilities. You should assume that nothing has arrived until the Departmental secretary disproves this theory, (thus doing you an enormous personal favor, for which you should be very grateful). She probably has about 600+ applicant files. The following things have all happened to applicants. Each of these catastrophes is followed by a suggested way of avoiding it in the first place.

A Professors who promised **reference letters** can send negative ones, write poor ones, forget to send them at all, send them to the wrong school or program, or send them late.

Ask to read the letters or at least discuss the contents first. Ask at least one extra professor to write reference letters. Give everyone stamped addressed envelopes and forms, and make sure a list of dates is enclosed. Try to give them to the reference people in one pile, with one deadline. Allow at least two extra weeks for each. (If the school wants information by February 15, tell the professor February 1. Offer to do the addressing or printing if your references will give the

letters to you on disk.

B Institutions from which you need **transcripts** can send transcripts with typographical errors, send them late, neglect to send them, or tell you they have sent them when they have not.

Check the transcripts before requesting that they be sent out, and resolve any problems at that time. Ask if there are any blocks on sending them out. Allow the transcript office at least two months to send out transcripts. Photocopies of everything required should be sent with the application itself. Many schools will accept an official transcript mailed with the application if it is in an envelope with an official seal. Check with the schools to which you want to apply. Ask your institution for a pile of transcripts in officially sealed envelopes to send to those schools which will accept them this way. Some will only accept transcipts mailed from the institution, but they are in the minority. If you mail it, you know it was sent.

C Educational Testing Service can send the wrong **GRE scores** or outdated scores, or they can send them late.

Each and every time you request that GRE scores be sent, request and pay for an official copy to be sent to yourself. This way, you know that this batch included correct scores. Copies (or better yet, official copies) of these should also be included with the application itself.

D The **Graduate School** of the University to which you are applying can send the application to the wrong Department, lose your application, or transfer the information incorrectly. For example, one applicant called to ask the reason for the rejection. The Department Chair said "we don't take applicants with scores in the 400 range". He said "But mine were in the 700 range". The chairman's only response was "Ooops, the data input must have made a typo".

*Call the Graduate School of the University to which you are applying to see if they got the application. Have them read you your scores. Ask them where they sent it. Call the Department to which you are applying. Ask them to read you your scores. This is an **enormous** imposition on your part, and must be approached very cautiously.*

E The US **Postal service** could lose or delay any of the above materials.

Don't send anything Federal Express. This is frequently an annoyance to Secretaries, and in addition to ruling the world, they also make the first cut in many schools. The calls you make to deal with problem D are the primary way to avoid difficulty here.

START EARLY

Sample Last Minute Timeframe: December 15th Application

July 15:

- Write to the schools asking for information
- Check on Transcripts. Make sure there are no errors, and that degree is listed correctly. - Also check to be sure that there are no blocks on sending them out (i.e. unpaid fees, incomplete, etc.). The best way to do this is to request an official one for yourself.
- Ask for as many copies of your transcripts (in officially stamped, signed envelopes as will be accepted by the Universities to which you are applying if mailed by you.

September 15:

- Write or call people at school with whom you are interesting in working.
- Request letters of reference from four professors or other professionals who are familiar with work (three if the school requires two).

October 15:

- Request Transcripts.
- Letters of Reference, envelopes and forms should be given to recommenders.
- Request standardized scores be sent.

PACKAGING

The Application Itself.

Laser Print. Laser print everything. Use nice paper. Send nothing that has not been proofread by at least 2 people who are known for being nit-picky.

Statement of Purpose

This is your opportunity to sell yourself, tell them why they should want you, and to explain any deficiencies. What most schools want to know is how you became interested in the field and in this school. While most of us choose this area because we are interested in alleviating human suffering, this is a cliche, and the kiss of death for a Clinical Ph.D., though it might get you an offer from a PsyD. program. Personal trials or experience are not accepted ways of becoming interested in the area. For example:

"Having grown up with an aunt who is schizophrenic, I know first hand the pain that mental illness can cause."

This may be how you initially became interested, but will yield several interpretations:

"This person is clueless, and has unrealistic expectations."

"This person is probably unbalanced, as mental illness runs in families."

You might have become interested through clinical experience, but your focus is on research questions and demonstrating intellectual and scientific curiosity. See Appendix B for samples.

It is important to address any weaknesses. This should follow several strengths. For example: "My main weakness is that I lack a traditional "psychology major" background and thus may not match the typical profile of XXXX

University graduate student. I believe that this is offset by my excellent academic background and test scores, research record, diverse experience, and the commitment demonstrated by my choice to give up a successful business career to pursue study in this area".

Curriculum Vitae

While few schools request one, most would appreciate one. It shows professionalism, and gives another opportunity to impress. Don't try to pad. They know more about everything so will be leagues ahead of your ability to pad in terms of their ability to detect. It's also unethical. You can list things using appropriate lingo, though. Two samples as well as an example of what an undergraduate (with no presentations and no conferences) might write. Each of these is footnoted with advice. Also see *Writing Your Vita* (May, 1989) American Psychological Society Observer.

AFTER YOU'RE HALFWAY THERE: THE INTERVIEW

CONGRATULATIONS!!! YOU'VE MADE THE FIRST CUT. AT SOME SCHOOLS THIS PART IS LARGELY TO SEE IF YOU ARE LIKEABLE.

- If they offer student housing it's probably a good idea to accept. Remember familiarity breeds.... liking. Be appreciative, do not smoke in anyone else's house, be helpful. If you go to dinner with your host, pick up the tab.
- Do your homework. Have questions about the research of the professors you meet. Don't be too much at ease. Be curious but not overbearing.
- Buy a suit - black, navy, grey, or with black and white conservative plaid or houndstooth. It should be of good quality, preferably wool, and not too short. Men - don't wear a red tie - that's cliche business attire. A conservative shirt - probably white or off - white - is good. For schools in the West or deep South you might choose a colored shirt - as long as it looks very nice. Show the ensemble to several professionals and ask their opinion. If you have a tendency to feel like an idiot in a suit, or when no one else is wearing one, practice wearing it to places you normally wouldn't - but do NOT eat in it. For women: If you don't normally shave your legs, I suggest doing so for the interview. If you can't do this, at least wear opaque stockings.
- Practice interviewing. Get someone (preferably an intimidating person) to do mock interviews with you. Videotape and critique them.

- Most schools provide anyone who has contact with prospective students with rating sheets. Some are likert-type scales. Dimensions might include:
  - How much would you like working with this person?
  - Motivation for Graduate Training.
  - Interest in OUR program.
  - How well informed is this person about our program?
  - Intellectual Curiosity.
  - Realistic expectations of Graduate school.
  - How well balanced is this person?
- Be prepared for bizarre questions. Brilliant Professors may ask "Where ya been; where ya going?" The Statistics Professor may say "So, tell me about your childhood." Possible interview questions include:
  - So, why should we take you?
  - What are your research interests?
  - How would your friends describe you?
  - So, tell me about your childhood.
  - How did you become interested in this program?
  - Why do you want to pursue Graduate training in Clinical Psychology?
  - How do you feel that your background will influence your research, clinical work, areas of interest?

APPENDIX A: SAMPLE VITAE

Henrietta Pugh

xxxxxxxxx, #C
xxxxxxxxxxxxxxxxxxxxxx73
xxxxxxxxxxxx4

xxxx xxxxx xxxx
xxxxxxxx, xx xxxxx
(xxx)xxx-xxxx

SUMMARY

- Publications and Research Paper Presentations.
- Teaching xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxs.
- xxxxxxxxxxx Clinical Experience.

EDUCATION

B.A. Psychology, xxxx. xxxxxxxxxxxxxxx, xxxxxxxxx xx.
Thesis: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

EXPERIENCE

xxxxxxxxxxxxxxxxxxxxxx - xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

- Provided crisis intervention. Participated in treatment planning and implementation.

xxxxxxxxxxxxxxxxxx - Psychology Department, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

- Planned and taught discussion classes and evaluated student performance.

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- American Psychological Society.
- American Psychological Association.

HONORS AND RECOGNITION

- Member Psi Chi.
- xxxxxxxxxxxxxxxx Certificate of Outstanding Achievement.

PROFESSIONAL ACTIVITIES

- Secretary, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx: xxxxxx - x/xxxx. First student to hold office.

EDITORIAL ACTIVITIES

- Editorial Consultant, xxxxxxxxxxxxxxxxxxx, xxxx to present.
- Manuscript reviewer, xxxxxxxxxxxxxx.

GRANTS AND FUNDING

- xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. Funding period: xxxxx.
- Conference Funding, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx: xxxx.

PAPER PRESENTED

Pugh, H. (April, xxxx). *xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx*. Conference of the xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, xxxxxxxxx, xx.

PAPER ACCEPTED FOR PRESENTATION

Pugh, H. (February, xxxx). *xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxx xxxxxxxxxxxypes*. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxx xxxxxxxxxx, xxx xxxxxxx, xx.

PUBLICATIONS

Pugh, H. (xxxx). *xxxxxxxxxxxxxxxxxx*. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxy, xxxxxxxxxxxnnual Conference, xxxxxxxx, xx.

Pugh, H. (xxxx). *xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx*. Conference of the xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, xxxxxxxxx, xx.

PAPER CURRENTLY UNDER REVIEW FOR PUBLICATION

Pugh, H. (xxxx). *xxxxxxxxxxxxxxxxxx*. xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxy, xxxxxxxxxxxnnual Conference, xxxxxxxx, xx.

COMPUTER SKILLS:

- Word Perfect (4.2, 5.0, 5.1)
- DOS 3.3
- Dbase
- Lotus 1-2-3
- SAS

LANGUAGES:

- xxxxxx
- xxxxxxx

PROFESSIONAL REFERENCES

xxxxxxxxxxxxxPh.D., Director, xxxxxxxxxxxxxxxxxxxxxxxxxs; Professor, Department of Psychology, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Joe Schmoe
xx xxxx xx.
xxx. xxx
xxxxxx, xx xxxxx

(000)000-0000

Social Security: 000-00-0000

EDUCATION:

1984-1988	xxxxxxxxRegional High School. xxxxxx, MA.
1988-present	xxxxxxxxxxxx University, Bachelor of Science candidate. xxxxxx, MA.

HONORS and AWARDS:

1988-present	xxxxxxxxxxx Academic Scholarship
1988-present	Dean's List

PROFESSIONAL AFFILIATIONS:

American Psychological Association (student affiliate)

CLINICAL POSITIONS:

1990-present	xxxxxxxx Adolescent Residential Program. xxxxxx, xxxxxxxxxxxxx. Mental Health Worker. Job description: xxxxxxxxxxxxxxxxxxxxxxxx
1990-present	xxxxxxxxxxxxxxxxxxcial Olympics. xxxxxxx xxxxxxxxxxxxx. Volunteer. Job description: Assist specially-abled Supervision: xxxxxxxxxxxxxx, MA. 16 hours per month.

RESEARCH POSITIONS:

1990-present — xxxxxxxxxxxx University. Advocate: xxxxxxxxxx. Honors thesis: xxxxx. collected data; write a summary of the findings following APA style. [1]

1991-present — xxxxxxxxxxxxxxxxxxxxxxxxxxx Center. xxxxxx, xx. Psychology Trainee. Job description: work within the

PUBLICATIONS:

xxxxx, x. x., xxxx, x. x., xxxxxxxxxxxxxxx. (in press).
xxxxxxxxxxxxxxxxx. xxxxxx, xxx xxxxxxxxxxxxxxxxxxxxxxxx, Development and Engineering Center.

xxxx, x. x. (1992). xxxxxxxxxxxxxxxxxxxxxxx. Boston, MA: Northeastern University Press. [2]

REFERENCES:

COMPUTER SKILLS:

SPSS/PC+	MS Word for Macintosh and PC
DATA ENTRY II	MacWrite
Psychlit Database	Cricket Graphics
SPSS/VAX	Multimate Advantage II for PC
WORDPERFECT 5.1	Multimate 4.0 Wordprocessing

---

[1] This is not correctly listed, and sounds like padding. An honors thesis is not a research position, nor should anyone list it this way.

[2] This is the same title as the Honors thesis. It is very difficult to believe that it was published, not bound as they usually are.

Curriculum Vitae[3]

Josephine Smith

ADDRESS: Present:
xxxx xxxxx

Permanent:
xxxxxxxxx

EDUCATION:

B.A., Podunck U.
Major: Psychology
Minor: Computer Science
Honors Thesis: How to Apply to Schools.
Internship: Atlanta Treatment Center for Anxious Rats.

EXPERIENCE:
Summer Camp Counselor [4] (1993)
Legal Research Assistant [5] (1992: May - Sept.)
Data Management [6] (1991-1992)

HONORS:
xxxxxxxxx Certificate of Achievement (1993).
Member xxxxx.
Honors Program (1992-1993)

MEMBERSHIPS AND AFFILIATIONS

American Psychological Association (Student Affiliate).
American Psychological Society (Student Affiliate).

---

[3] This is the sort an undergraduate who has not presented or published but has done a lot of research for classes.

[4] Don't go into detail - unless you are child clinical AND the camp was for special, or problem children.

[5] If you helped him photocopy stuff this is the title.

[6] Remember that horrible data entry job you had?

RESEARCH PAPERS [7]

Data Papers

Author(s), 5/93, Paper Title, Honors Thesis.
Author(s), 11/92, Paper Title, Class.

Theory Paper

Author(s), Date Due, Paper Title, Class.

RESEARCH PRESENTATIONS [8]

Data Paper

Author(s), Date Due, Paper Title, Mock APA Convention (Senior Thesis Presentations).

Theory Paper

Author(s), Date Due, Paper Title, Class.

COMPUTER SKILLS
Word Perfect
Harvard Graphics

REFERENCES [9]

---

[7] Chances are, some obscure Journal will publish an abstract or two. LIST ONLY THOSE WHICH WERE DONE FOR PSYCHOLOGY CLASSES OR MAYBE SCIENCE, IF THERE COULD BE A CLEAR RELATIONSHIP TO PSYCH. MAKE IT CLEAR THAT THESE WERE FOR CLASSES, DON'T LET IT LOOK LIKE YOU ARE TRYING TO PRETEND THAT THESE WERE PROFESSIONAL PRESENTATIONS. IF YOU HAVE THOSE, THEY SHOULD BE LISTED AS SUCH, SEPARATELY IN AN EARLIER SECTION. If you have more than three presentations or publications, don't bother with this section.

[8] Note if this was an invited address - the teacher asked only you to speak. Many of these could also be presented in a forma format to the Department or at a 'Brown Bag', giving you a professional presentation.

[9] These should all be professional, preferably professors or other Ph.D.s who are familiar with your work.

APPENDIX B: SAMPLE STATEMENTS

Joe Schmoe

Sample Personal Statement (Child Clinical)

For the past xxx years, I have been learning within xxxxxxxxxxxx University's program of xxxxxxxxxxxxxxxxx and xxxxxxxxxxxxxxxxxxxxs, where I apply what I learn in the cxassroom to work experiences. My education at xxxxxxxxxxx, including the xx-xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx (xxxxx), has exposed me to a number of engaging branches of psychology. For example, I have done clinical work in the xxxxxxx xxxxxxxxxx xxxxxxxxxxxxxxxxxxx, developed a research program for a Junior/Senior Honors Thesis, and worked on research at the xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx Center.

After my first year of classes, I competed for a job in a clinical placement and secured the position of zzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzz Program (see attached c.v. and recommendation for details). During my time at zzzzzzzz (working full-time for xxxxxxxxxxxx then continuing part-time to the present), I saw first-hand the effectiveness of family therapy and early intervention in xxxxxxxxxxxxxxxxxxx. The program's basis is a xxxxxx xxxxxxx, which encompasses xxxxxxxxxxx xxxxx, xxxxxx and xxxx therapy. I noticed during team discussions of our residents' progress reports that the most productive technique for lasting, positive results in the residents is xxxxxx xxxxxxx. I became interested in the xxxxxxxxxxx between xxxxxxxxxxxxxx (xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, each xxxxxx influencing and being influenced by the others) because of xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxnts. The residents want to xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxss, because it gives each of them a sense of support at home. But this ideal cannot always be realized. In some instances xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, and in others it would be better for xxxxxxs. But, I have noticed that xxxxxxxxxxxxxxxxfar greater impact on the residents than any other outside influences have on the resident's success or lack of progress. For example, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx environment. Whereas a xxxxxxxxxxxxxxxxxxxxxxxxx.

My time at zzzzzzze has taught me two things: 1. I enjoy helping the residents; I want to get involved in their formal clinical therapy and learn more thoroughly about their disorders and clinical psychology in general. 2. My background limits my role in interactions with the residents, and I cannot coxduct therapy or do research on the family system extensively without graduate schooling in clinical psychology.

During my Summer quarter in 1990, I began to get interested in the xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxy. xxxxxxxxxxxxxxxxxxxxxe unfairly being turned away from typically xxxxxxxxxxxxxxxxxxxxxxxxxx. I began to wonder if xxxxxxxxxxxxxxxxxxr that matter - in xxxxxxxxntraditional occupations (e.g., xxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxs) differed in significant ways from other workers. In January of 1991, I decided to develop my interest into a Junior/Senior Honors Thesis. I sought out an

advocate who would answer questions I had and give me technical advice as I needed it during my project. I began my project with a literature search in my area of interest. [10] After reviewing all of the known documentation on xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxs, I formed a few hypotheses, which could be investigated through a survey-type study. I then developed a research program, and designed a questionnaire, which consists of the zzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzzx and various open-ended questions. I am presently collecting data and beginning to write up my results.

Because my honors thesis piqued my interest in research, I competed in the Spring of 1991 for a research position. I accepted a xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. xxxxxx is renowned for its development of everything the xxxxxxxxxxxxxx is xxxxxxxxx by, and xxxx. xxxxxxxx philosophy is '...treat the sxxxxxx like a xxxxxxxxxxxxxxxxxxxxxxxxxxxxx is at the forefront.' I currently am working within the xxxxxxxxxxxxxxxxxxxx, the xxxx's "xxxxxxxxxxxxxxxx" for the xxxxxxx. My work includes xxxxxxxxxxxxxxxxxxxxxxxxxxxx and design and involves development of questionnaires (please refer to the attached c.v. for publications and xxxxxxxx recommendation). Technical reports I co-author give suggestions for improvements in items we research, and they also identify what items the xxxxxxxx think work well. I have learned about the logistics of evaluating items and working with human subjects, but there are additional facets of research I want to investigate.

Because of my two very different and very enjoyable work experiences and my academic learning at xxxxxxxxxxx University, I am tempted toward two seemingly opposite poles - research and practice in the clinic. xxxxxxxxxxas xxxxxxxxxxxxxxxxx; I feel a sense of pride while helping them. But it has also shown limitations in my schooling. xxxxxxxxxxx and the xxxxxxxxxxxxxxxxxxxxxhave taught me how to research questions and investigate areas of interest in academia. I want to progress in both directions. Fortunately, xxxxxxxxxxxx, which supports the Boulder model, would allow me to train to be a scholar-clinician. While developing my therapeutic skills for the clinic (for example in the in-house clinic), I could also investigate psychological disorders in families with faculty whose research concentrates on the family system.

My experiences at xxxxxxxxxxx have allowed me to apply my academic training to real-world problems, while leaving me avenues of interest I would like to pursue. This, I feel, has prepared me to continue my learning in xxxxxxxxxxxxxxx's program of academic training and clinical and research internships.

---

[10] This is an excellent explanation of how experience provided the motivation to begin doing research. It indicates intellectual curiousity as well.

SAMPLE STATEMENT OF OBJECTIVES

Henrietta Pugh

My motivation for pursuing a Doctoral degree in Clinical Psychology is strong. I have sought out research, teaching, and clinical experience, in order to prepare myself for the rigors of Doctoral training and subsequent academic and research positions. Rewarding experiences in these areas have confirmed my commitment to this field.

Although I expect to develop sound clinical skills, I am primarily interested in teaching and research. One long term goal is to combine clinical research with teaching at the university level. I especially look forward to xxxxxxxxxxxxxxxxxxxch, (especially with young researchers) because this is the training which I have found most exciting as a student. One other long term goal is to study xxxxxxxxxxxxxxx and work on its xxxxxxxxxxxxxxx In the near term, I would like to work in a community mental health facility combining research with clinical work, and supervision. I will choose positions which support collaborative research. I would not be satisfied with a "practitioner-only" position.

My teaching experience has largely involved working with peers. As an undergraduate, I was recruited as a Teaching Assistant. I developed lesson plans, lead xxxxxxxxxxx, xxxxxxxxxxxxxxxxx, xxxxxxxxxxxxxxxs, and xxxxxxxxxxxxxxxxxxxxxxxxxxxxx. At the graduate level, I assisted with the xxxxxxxxxxxxxxxxxxxx. I graded xxxxxxxxxxxxxxxxxxxxxxxxx, and xxxxxxxxxxxxxxxxxxxxxxx. I hope to gain further teaching experience during my doctoral program.

Before beginning xxxxxxxxxxxxxxx, I was on staff for xxxxxxxxxxx in a xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. The patients with whom I worked were primarily diagnosed as xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. Some had xxxxxxxxxxxxxxx and several had xxxxxxxxxxxxxxxx. The work was challenging and I gained invaluable exposure to psychopathology, which is of great interest to me. My experience there fostered my interest in xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxs.

Seeking to improve upon my undergraduate record, I xxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxx. My last term undergraduate grades averaged x.x and those in my upper level psychology courses averaged x.x. More importantly, my xxxxxxxxxxxxxxx xxxxxxxxxxx demonstrates my ability to succeed at the graduate level, balancing xxxxxxxxxxxxxxxxxxxxxxxxs with rxxxxxxxxxxxxxxxx. I have acquired research experience, and developed related skills. I was xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx I now possess. My xxxxxxxx record is not only xxxxxx, but also xxxxxxxxxxxxxxxxxxxxxxxe and xxxxxxxxxxxxxxxxxxxxxxxxxx. Thus I can offer a background which includes publications, conference presentations, and external funding, as well as research, teaching,

and computer skills. I have high motivation, perseverance, and a strong commitment. [11]

I have taken an active role in research activities. While working as a Research Assistant at xxxxxxxxxxx, xxxxxxxxx. As a Research Fellow at xxxxxxx, I worked with a faculty member on the relationship between xxxxxxxxxxxxxxxxxxxxxxxs. The first student to hold office on the xxxxxxxxxxxxxxxxxxxxxxxxxx, I served for xxxxxxxxs.

My own research is xxxxxxxxxxxxxxxxxxxx, its relationship xxxxxxxxxxxxxxx and the possibility of xxxxxxxxxxxxxxxxxxxxxxxxxx. This work was funded by an xxxxxxxxxxxxxx, from the xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx and xxxxx University. I presented papers based on the earlier stages of this project at xxxxxxxxxxxxxxx last year, including the xxxxxxxxxxxxxxxxxxx and the national xxxxxxxxxxxxx. I received funding for these presentations from xxxxxxxxxx, xxxxxxxxxxxxxxxxxx, and the xxxxxxxxxx at xxxxxxxxxxxxxx.

Presently, I hold the position of xxxxxxxx at the xxxxxxxxxxxxxxxxx a xxxxxxxxxxxxxxxxxx, where I am working on a variety of projects.

Dr. xxxxxx and I are studying xxxxxxxxxxxxxxxxxx. One paper has been accepted for xxxxxxxxxxxxxxxxxxxxxxxx.

Dr. xxxxxxxxx and I are researching xxxxxxxxxxxxxx. Papers from this work have been submitted to xxxxxxxxxxxxxxxxxxxxxxxxxxxconferences including the xxxxxxxxxx, xxxxx, and xxxx (which has been accepted). Dr. xxxxx and I are completing analysis for articles on research xxxxxxxxxxxxxxxxxxxxx.

Four abstracts of my xxxxxxxxxxxxx research are to be published in xxxxxxxxxx, and the xxxxxxxxxxxx. Three additional research papers are under revision, and one more is under review. I have submitted three other papers (one of which has been accepted) on my xxxxxxxxxxxxx research to three conferences this year: xxx, xxx, an xxx..

This work has been very satisfying as it has provided opportunity to refine concrete research skills, and because it addresses my interest in the xxxxxxxxxxxxxxxxxx.

---

[11] This is an excellent way of dealing with a deficiency. This person has accounted for it, dismissed it, taken demonstrable steps to overcome it, and indirectly demonstrated that it should be seen as less important than the areas of strength. for someone with low scores, this same approach might work. mention all the things you can offer, note that high scores are not on the list, mention the confidence intervals or margin of error. Do not mention that the score is low because you had to pee all through one section. Although this probably will account for 200 points it is not permissible to explain this.

I have chosen xxxxxxxxxxxxxxxxxxxxxxxxxxxxx primarily because of the faculty research. I am most interested in working with xxxxxxxxxxxx, examining the interaction between xxxxxxxxxxxxxxxxxxxxxxxxxxx, possibly including xxxxxxxxxxxxxxxxxxxxxxxx. I am also interested in the possibility of working with Dr. xxxxx on this. I would also like to work with Dr. xxxxxxx on the interaction between xxxxxxx and xxxxxxxxxxxxxxx, examining effects on both xxxxxxxxxxxxxxxxxxxxxxxxxx. As my theoretical orientation is largely xxxxxxxxx, I look forward to work with Dr. xxxxxxx. I hope to benefit from increased familiarity with Dr. xxxxx work with xxxxxxxxxxxxxxxxxxxxxxx. While interested in xxxxxxxxxxxxxxx, it is my hope that I will be able to increasingly explore other areas, especially xxxxxxxxxxxxxxxxxxxxxxxxxxxx.

I feel that I can bring xxxxxxxxxxxxxxxxxxxxxxxxxxxs to the Clinical Program at xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx, where I hope to build on these strengths. I am well-prepared to work as either xxxxxxxxxxxxxxxxxxx assistant. I anticipate the reward of improved skills and gxxxxxxxxxxxxxxxxxxxxxxxxlinical work. It is my hope that I will gain this through xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxbers. In summary, I have an excellent xxxxxxxxxxxxxxd, xxxxxxxxxxs, and xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. I believe that I can best complete this next step towards future goals while completing the Clinical Program at xxxxxxxxxxxxxxxxxx University.